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ABSTRACT

Designed to provide mature adults in an urban setting with an alternative to the high school diploma, the External High School Diploma Program of the District of Columbia is a systematic assessment of an individual's demonstrated competencies in the four generalized life skills areas of health, social/political, consumer/producer, and career assessment/occupational knowledge; the program also provides for assessment of demonstrated competencies in one of the individualized areas of occupational/vocational, advanced academic, or advanced specialized. The five steps in the program are orientation, diagnosis, assessment, evaluation, and recommendation for approval. During the assessment phase, the most important step, the candidates (1) develop a portfolio containing all data on and by them which will be the equivalent of a high school transcript after graduation and (2) earn 100 points in each of the four life skills areas by demonstrating specified competencies and in one of the individualized competencies areas. Evaluation in the occupational/vocational area includes employer testimony, job performance, or documentation. Designed for clients hoping to pursue postsecondary studies, the advanced academic category involved application to a college. All other individuals are included in the advanced specialized category. (Appendixes include lists of generalized life skills and individualized competencies and sample assessment tasks and achievement records.) (YLB)

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PUBLIC SCHOOLS
OF THE
DISTRICT OF COLUMBIA
DIVISION OF ADULT AND CONTINUING EDUCATION

ED185422

PROGRAM DESIGN

FOR

EXTERNAL HIGH SCHOOL DIPLOMA PROGRAM

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Program Abstract

The External High School Diploma Program of the District of Columbia has been designed to provide adults with an alternative to the high school diploma based on Carnegie Units and the high school equivalency examination. This program allows adults to document the knowledges and skills gained in leading their lives to gain a high school diploma. Although several other diploma-granting competency-based life skills program exist nationally, this program is designed for mature adults in an urban setting.

The thirty-eight generalized competencies were developed after (a) extensive research nationally and locally; (b) extensive interviewing of special service agencies; (c) local needs assessments of undereducated adults; (d) cross indexing and cross referencing of local and national competencies; (e) stating of competencies in Competency-Based Curricula terms with verbs of appropriate gravity; (f) correlation of competencies with Adult Performance Level areas and reading, mathematics and English. Assessment tasks were developed for each competency. Assessment tasks were weighted as to their relative importance, the candidates' responding modes (oral, written, product, demonstration) and the setting: open or closed. All assessment tasks were coded in relationship to the proposed graduation requirements for the District of Columbia.

The External High School Diploma Program, as conceived in the District of Columbia, is similar to some of the other credentializing life skills programs in that it utilizes the Adult Performance Level research which came from the University of Texas Austin. However, it is different in two ways. First, because it assesses both social and personal maturation in the areas of self-actualization and interpersonal relationships. Second, because it requires a candidate to complete a Life/Career Plan which demonstrates the steps the candidate must take to achieve her/his goal.

Life in an urban setting is extremely complex. It demands that adults cope with a multitude of problems simultaneously. It requires that adults deal with diverse dynamics in many areas. The assessment tasks are specific and are applicable to the daily stresses of urban living. In addition to requiring competencies in the cognitive areas of health, social/political, consumer/producer and career assessment/occupational knowledge, candidates must also demonstrate competencies in the affective domain of self-actualization, family crisis, group interaction and value clarification.

Introduction:

The External High School Diploma Program is designed to give adults credit for life experiences by documenting the levels of knowledge and skills they have attained by negotiating the dynamics of their lives. The interest and the need for this program in the D.C. Public School System is expressed in the Fiscal Year 1979 Annual Program Plan for Adult Education as one of the three priorities of national significance (p. 105) and is implied in the priority (6) of the Superintendent's Critical Issues Statement, "How do we move the system from its present practice of graduation based on time spent in a seat as certified by Carnegie units to graduation based on demonstrated performance and certified minimum skills?"

This competency-based adult education program emphasizes that knowledge must be integrated with skills and abilities so that explicitly stated and agreed upon learning outcomes reflect successful functioning life roles (Spady, Jan. 1977 - p. 10). The thirty-eight generalized life skills competencies which the candidate must demonstrate to complete this program are competencies which are identified nationally and reviewed locally for inclusion in this program. In addition to the generalized competencies which all candidates must complete, each candidate must also select one individualized competency in which to be assessed. The three areas from which the selection can be made are: Occupational/Vocational. Advanced Academic or Advanced Specialized.

Criteria for the External High School Diploma has been developed with the object of combining student centered flexibility, allowing for a wide range of individual differences, with quality standards which will be credible to employers and admission officers in technical schools and post secondary institutions.

Many adults have had experiences which have convinced them to obtain a GED certificate or a high school diploma, but they are unable to attend school consistently because of personal responsibilities, family pressures or job-related problems. A large percentage of these adults have established themselves as self-sufficient members of their community and their self-esteem and prestige would be enhanced by the acquisition of a diploma.

I. Rationale:

Historically, the concept of the External High School Diploma Program was an outgrowth of the Adult Performance Program funded by the National Institute of Education (NIE) in 1971 and directed by Dr. Novell Northcutt of the University of Texas. The project's objectives were: to define adult literacy in terms of actual competencies performed in everyday tasks; and to assess these competencies for the adult population (ages 18-65) of the continental United States. Surveys of the adult population of Texas and continental United States were conducted; both surveys demonstrated that there are shockingly large numbers of adults in the population who function with difficulty. Results show that twenty percent of adults in the nation and in Texas cannot function successfully with minimal survival and life coping skills. These persons are referred to as APL 1's. (APL - 2's are those persons who are functional, but not proficient in performing everyday life tasks. APL - 3's, on the other hand, are those adults who are proficient in coping with the basic activities required in today's society.) Faced with these astounding revelations, immediate action was required; thus, the project turned its focus toward developing curricula for the implementation of APL functional competency objectives. (APL FHSD; "Pilot Project" - October, 1975 p. 1)

The APL finding allowed for the construction of a general theory of adult functional competency which is summarized below:

1. Functional competency is a construct which is meaningful only in a specific societal context.
2. Functional competency does not consist just of a single skill or a set of skills; it is two dimensional: the application of a set of skills to a set of general knowledge areas.
3. Adult competency is a function of both individual capabilities and societal requirements. Functional competency is a dynamic process rather than a static state.
4. Functional competency is directly related in a mathematical sense to success in a adult life. (Adult Functional Competency: "A Summary," 1975, pp. 1-2).

Dr. Ruth Nickse's presentation at an APL Study Advisory Committee meeting in Austin, Texas in March 1975, served as a catalyst from which the Adult Performance Level External High School Diploma Program developed.

There is conclusive evidence that circumstances regarding adult basic education levels in the District of Columbia parallel the basic education levels as have been reflected in numerous state and national studies. Specific references are made to the following documents:

1. "Income in 1969 of Persons 18 Years Old and Over by Years, Race and Sex:" 1970. Table 19/ - Division of Manpower, District of Columbia.
2. "Demographic, Social and Housing Data:" District of Columbia, and Council Wards; District of Columbia: Municipal Planning Office, February, 1976, Table 5.
3. "District of Columbia Data," District of Columbia: Municipal Planning Office; December 1976, p. 72
4. "District of Columbia Data, p. 75.
5. "Adult Education State Demographic Data," Washington, D.C.: National Advisory Council on Adult Education: November 1974, p. 109.

The 1970 Census figures seem to indicate that almost one-third (215,018) of a total of (756,492) the District of Columbia population consists of persons who are age sixteen or older and are out of school with less than a high school diploma. In 1979, adults served by evening school diploma programs and GED programs were in excess of 23,278. This figure does not represent even a respectable impact in the effort to resolve the problem.

The External High School Diploma Program is an application of the national adult performance level studies and the Competency-Based Education Program which is currently being implemented in the D.C. Public Schools. The city-wide assessment of needs for the CBC is implied and emphasized in the proposed adult performance levels program which stresses immediate application to the concrete problem solving tasks of adult life as opposed to a long range academic orientation of the GED certificate or the high school diploma program based on Carnegie Units.

The External High School Diploma Program proposes to add a new dimension to the Adult and Continuing Education Program in the District of Columbia. The current city-wide thrust in developing competency requirements for promotion and high school graduation, coupled with Region I's Pilot Project for Promotion Policies, which establishes minimum requirements for graduation strongly suggests that time has arrived to institute an adult program such as the rationale above depicts.

PERT CHART

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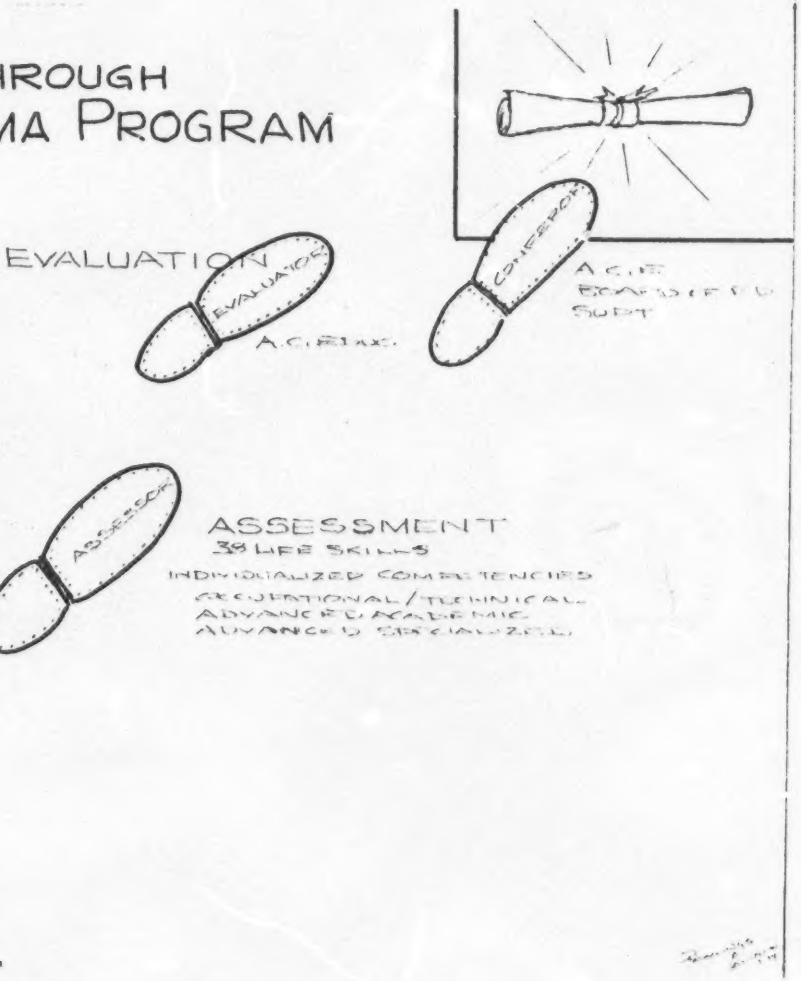
CANDIDATE'S JOURNEY THROUGH THE EXTERNAL H.S. DIPLOMA PROGRAM



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II Program Description

The External High School Diploma Program is a systematic assessment of an individual's demonstrated competencies in the four life skills areas of Health, Social/Political, Consumer/Producer, and Career Assessment/ Occupational Knowledge; and in one of the individualized areas of Occupational/Vocational, Advanced Academic or Advanced Specialized.

It is a program designed for mature, highly motivated, self-directed adults who are unable to attend classes on a regular basis, but are functioning successfully in our culture. Although this program is open to all adults sixteen years and above, it is believed that individuals twenty-five years of age who have been out of school for five or more years will profit most.

The procedure for this program can be divided into five clearly defined steps. These steps are orientation, diagnosis, assessment, evaluation and recommendation for approval. The balance of this section will discuss the details of each step.

A. Orientation Phase

The purpose of this phase is to provide a complete orientation for all interested citizens to the purpose, operation and requirements of the External High School Diploma Program. All citizens are informed that this is a pilot project of the Division of Adult and Continuing Education, subject to the approval of the Board of Education. Interested citizens are asked to submit an application form and to write a two hundred-word essay which we call Literary Self Portrait.

B. Diagnostic Phase

The purpose of this phase is to provide the applicants with several diagnostic instrument to determine if the applicants function at a level which suggest that he/she will be successful in the External High School Diploma Program. These instruments include the Literary Self Portrait, the Adult Performance Level one hundred item assessment instrument, and the Harrington/O'Shea Career Decision Making Instrument. These three instruments provide the staff with valuable input concerning each applicant. Applicants whose scores on the Adult Performance Level Assessment instrument are high APL 2 or APL 3 will complete Literary Self Portraits which are examined very closely to determine if the applicants demonstrate stability, tenacity and high motivation. These applicants are

accepted in the program. After applicants are informed that they are accepted into the program, they are then asked to complete the Harrington/O'Shea Career Decision Making instrument. Once they have completed all the identified tasks, they are encouraged to ask questions concerning the program and ponder the implications of the program. They are then requested to complete an educational contract (see appendix) which clearly identifies their responsibilities as program participants.

Individuals whose scores on the Adult Performance Level instrument indicate that the applicant is unable to function at a level which suggests he will be successful in the program are provided with information about adult basic education programs available in the District of Columbia.

C. Assessment Phase

Upon the signing of the educational contract, the applicant becomes a candidate. The heart of the program is the assessment phase in which the candidates must demonstrate their competencies in both the thirty-eight generalized life skills areas and the individualized areas. Candidates must earn a total of one hundred points in each specified area of concentration. Candidates are required to attend two two-hour assessment sessions per month with their assessors to demonstrate these competencies. It is advisable that candidates complete four competencies per assessment session. At that rate, candidates should be able to complete this phase of the program in six months. All candidates must complete the program within one calendar year of signing the educational contract.

1. Portfolios

The most important document of the project is the candidate's portfolio which contains all important data on and by the candidate. It is imperative that the portfolio represents the client's work accurately. After the candidate becomes a graduate, the portfolio becomes equivalent to a high school transcript. All portfolios must contain:

1. Application
2. Results of profile from the APL Competency Test
3. Results of Harrington/O'Shea Career Decision Making
4. Literary Self Portrait
5. Educational Contract
6. Documentation of successful completion of thirty-eight Generalized Competencies
7. Documentation in the Specific Individualized Competencies

will be a documentation based on the stated requirement of the identified area.

2. Generalized Life Skills Competencies

All candidates must earn a total of four hundred points in areas of generalized life skills competencies. One hundred points must be earned in each of the four areas of Health, Social/Political, Consumer/Producer and Career Assessment/Occupational Knowledge. To earn these points, candidates must demonstrate the specified competencies as requested. Examples of the requirements in the four areas may be found on the following pages. A complete list of all competencies may be found in the appendix.

A. HEALTH
100 Points for Entire Knowledge Area

Life Skills Competencies	Performance Indicators	Assessment Task Name & Code #	Required/ Elective	Points Required	Responding Mode and Setting	Related D.C. Competencies
Physical Health- 30 points						
1. Describe the relationship between nutrition and good health	a. Construct a monthly menu for your family based on the four basic food groups which provides proper nutrition. The menus must take the individual's age and physical health into consideration.	Monthly Menu Chart 1a	R	2	Written/Open	A2, A3, A4, A5, C1, C5, C6, C8, SA1, SA2
	b. Identify five conditions which are the result of poor diet and assess their effects on the body.	Physical Effects of Malnutrition 1b	E	2	Oral/Closed	
7. Demonstrate your knowledge of human growth and development as it relates to child-rearing practices. Must select C or D.	a. Identify and describe the four basic needs of most children	Basic Needs of Children 7a	R	2	Oral/Closed	A2, A3, A5, C1, C2, C5, C6, C7, C8, C9, SA1, SA2, SA3, SA4, SA5 SA6, SA8
	b. Demonstrate the interrelationship of these needs in the development of a positive self concept.	Developing Positive Self Concept 7b	R	2	Oral/Closed	

B. SOCIAL/POLITICAL
100 Points for Entire Knowledge Area

Life Skills Competencies	Performance Indicators	Assessment Task Name & Code #	Required/ Elective	Points Required	Responding Mode and Setting	Related D.C. Competencies
	c. Write an essay which describes your philosophy of child rearing practices. It should incorporate sound practice based on current literature on the subject. Areas are to include sex education, discipline and religion.	Child Rearing Practices 7c	E	4	Written/Open	
	d. Describe parenting as it relates to child becoming an independent adult	Parenting 7d	E	4	Written/Open	
Home Management and Family Cohesiveness 15 points						
12. Demonstrate skills essential for good home management and cohesiveness.	a. Develop a time management plan, listing one week's activities in the home, yard and/or community. Include the order in which they were done, time spent on each and the numbers which occur at the same time. Assess how time and resources were spent. Revise activities to maximize use of both time and resources.	Time Management Plan 12a	R	2	Written/Open	A2, A5, SP5, C1, C5, C7, C8, SA1, SA4, SA6, SA8

B. SOCIAL/POLITICAL cont'd
100 Points for Entire Knowledge Area

Life Skills Competencies	Performance Indicators	Assessment Task Name and Code #	Required/ Elective	Points Required	Responding Mode and Setting	Related D.C. Competencies
	b. Describe the changing role of the homemaker in relation to the size and age of the family, employment, retirement, self-image and personal life roles.	Changing Role of the Homemaker 12b	R	2	Oral/Closed	
	c. Describe the responsibilities of individual family members.	Family Responsibilities 12c	R	2	Oral/Closed	
	d. Describe a family crisis or important event, the reactions of each member and the long term effects of that event on relation ships in the family.	Family Crisis 12d	R	2	Oral/Closed	
	e. Select or document the selection of housing appropriate to family needs and resources.	Housing Needs 12e	R	2	Written/Open	
	f. Develop a retirement plan including financial resources, geographical locale desired, and job or hobby occupations. Describe the effects of changes in health or marital status on that plan.	Retirement Plan 12f	R	2	Written/Open	

C. CONSUMER/PRODUCER
100 Points for Entire Knowledge Area

Life Skills Competencies	Performance Indicators	Assessment Task Name & Code #	Required/ Elective	Points Required	Responding Mode and Setting	Related D.C. Competencies
Financial Institutions 10 points						
27. Compare and contrast the services of different financial institutions.	a. Compare and contrast the services, cost and the advantages of banks, savings and loans, credit unions, finance companies.	Comparison of Different Types of Financial Institutions 27a	R	4	Oral/Closed	A2, A3, A4, A C7, CP3 CP4, CP5
	b. Based on the above assessment, decide which institution is most appropriate for you.	Deciding on an Institution 27b	R	4	Oral/Closed	
	c. Open a checking account at the institution of your choice. Defend that choice. Rectify your statement for five months.	Checking Accounts 27c	E	2	Product/Open	
	d. Open a savings account at the institution of your choice. Defend your choice.	Savings Account 27d	E	2	Product/Open	

D. CAREER ASSESSMENT/OCCUPATIONAL KNOWLEDGE
100 Points for Entire Knowledge Area

Life Skills Competencies	Performance Indicators	Assessment Task Name & Code #	Required/ Elective	Points Required	Responding Mode and Setting	Related D.C. Competencies
Career Adjustments 10 points						
36. Describe the conditions which affect career adjustments and/or changes throughout a lifetime.	a. Explain how technological advances and social changes affect careers.	Conditions Which Affect Career Adjustments 36a	E	5	Oral/Closed	A1, A2, A5, CP2, CP10, CP1
	b. Explain how government priorities and economic changes affect careers.	Government Priorities and Careers 36b	E	5	Oral/Closed	
	c. Describe personal (i.e. life roles, health) changes that might affect career change.	Personal Changes and Careers 36c	R	5	Written/Open	

3. Individualized Competencies

Each candidate selects which of the areas under individualized competencies he/she would like to be assessed. This decision is based on the candidates identified career goals coupled with the information gleaned from the Harrington/O'Shea Career Decision Making. The required number of points a candidate must earn in this section is one hundred.

a. Occupational/Vocational

Client can select one of three methods of evaluation

1. Employer's Testimony - Adults who have been employed in the same job for one year or more may elect to have their employer assess their job performance. Employers will be asked to respond in the following areas:

Knowledge of Area	40
Product (Quality/Quantity)	40
Attitude Toward Work	10
Interpersonal Relations	10
Work Habits (Effectiveness)	20
Adaptability	10

The points indicate the maximum number of points a candidate may earn per area. The total points must be one hundred.

2. Job Performance - Adults who have been employed for less than one year or who choose not to obtain a performance rating from the employers may elect to utilize the job performance as an option. This mode of evaluation can also be chosen by self-employed or unemployed persons. To satisfy the performance requirements, a professional vocational instructor or a master craftsman would certify that the client had acquired skills level. Where possible, the vocational performance assessments will be carried out in on-the-job setting. The professional will assess the necessary skills according to a check list developed by the Department of Labor Job Corps and reviewed by the Division of Career Development of the District of Columbia Public Schools. If he/she cannot demonstrate a competency level which equals one hundred points, the client will be referred to a vocational education program.

3. Documentation - Clients who possess such credentials as union cards, state licenses (plumbers' or nurses'_) which attest to their occupational skill level may choose this mode of assessment. Upon presentation, such documentation will satisfy this requirement.

b. Advanced Academic

This category is designed especially for those clients who want to pursue post-secondary studies in a college, community college, technical school or the like. To satisfy this requirement client must:

1. Complete an application to college of his/her choice, including letters of references.
2. Demonstrate ability to do college work by achieving a score on the Scholastic Aptitude Test (SAT) which is acceptable to the type of college the client wishes to enter. Should client fail this requirement, he will be referred to a college preparatory program or select another area for assessment.
3. Compile a portfolio containing the client's action plan for financing the candidate's educational goals, and family adjustment plan.
4. Candidate will be urged to take the College Level Equivalency Proficiency (CLEP) examination for advanced placement where indicated.

c. Advanced Specialized

Individuals who do not qualify under Occupational/Vocational or Advanced Academic might qualify under this category since it is broad enough to emcompass a diverse group of people. This group includes retirees, homemakers, community volunteer service, etc. Other categories will be added as the program expands.

D. Evaluation Phase

The purpose of this phase of the program is to evaluate the overall quality of the candidate's performance. The evaluation phase is an ongoing aspect of the program. As each candidate completes one of the four generalized life skills areas and the individualized area, the assessor alerts the evaluator. The evaluator reviews the entire area and if the responses are considered satisfactory, the evaluator signs

off on that portion of the program. If the evaluator considers that same aspect of that area as insufficient, the evaluator informs the candidate of the deficiency and the candidate has time to rectify the deficiency at the Post Task Assessment Conference.

E. Approval Phase

The purpose of this phase of the program is to recommend to the Board of Education which candidates have successfully completed the program, and to secure the approval of the Board of Education to grant a high school diploma. Once the program evaluator has signed off on the candidate's portfolio, the evaluator informs the program director who reviews the portfolio and recommends to the Assistant Superintendent of Adult and Continuing Education that the candidate has completed all requirement tasks, and that a high school diploma should be awarded. The Assistant Superintendent reviews the portfolio and submits it to the Superintendent of Schools for approval and recommendation to the Board of Education. The Board of Education then receives the approval list with candidates' supporting portfolios, reviews the portfolios and awards the candidates a high school diploma.

III Organization

During the piloting of this program, the majority of the tasks will be completed by the director, the co-director/evaluator, and the two assessors. These individuals will serve in the identified areas of responsibility.

A. Director/Program Developer

1. Responsible for the overall administration, development, implementation and evaluation of the program
2. Responsible for staff development
3. Responsible for developing and maintaining contacts with community assessors
4. Responsible for the development and the validation of individualized competencies
5. Responsible for final evaluation of candidate's portfolio, and recommendation for graduation
6. Responsible for the continuous revision and modification of the program
7. Responsible for developing public relations activities to inform the community about programs.

B. Program Coordinator/Evaluator

1. Responsible for conducting orientation sessions for potential applicants and interested community organizations
2. Responsible for completing task in the diagnostic phase of the program which includes the Adult Performance Level Test, the Harrington/O'Shea Career Decision Making instrument, the Literary Self Portrait, and the Educational Contracts
3. Responsible for developing the criteria for analyzing the Literary Self Portrait
4. Responsible for establishing initial rapport with applicant, and counseling applicant on responsibility in the program.
5. Responsible for evaluating the generalized competencies for all candidates
6. Serves as the advisor for the applicants
7. Responsible for conducting periodic follow-up of graduates (three months, six months, one year, three years).

C. Program Assessors

1. Responsible for the assessment phase of the program
2. Responsible for explanation of the assessment tasks to candidates
3. Responsible for assessing the task of the candidate
4. Responsible for reinforcing candidates' responsibilities in the program
5. Responsible for conducting post-task assessment
6. Responsible for informing the evaluator that candidates have successfully completed the competencies
7. Responsible for scheduling and logistics of assessment conference.

IV Program Evaluation

In this program evaluation is a continuous process. Recommendations and revisions will address changing needs as they are perceived by the staff, clients, task force members and community-at-large. Standard forms for program evaluation will be competed by clients and staff. Assessors will complete follow-up reports on graduates at periodic intervals.

V Project Evaluation

The success of this project will be directly related to the extent to which it effectively addresses the following statements:

A. That it is acceptable by the Board of Education as a viable option or alternative to the GED or Carnegie Unit for adults seeking a high school diploma

B. That it significantly addresses the unmet needs of the target population as evidenced by the assessment instrument

C. That it provides the federal, district, and private enterprise employees an additional vehicle for self-evaluation, social and vocational mobility, and personal fulfillment

D. That it expands the resources available to mature adults to evaluate effectively their life skills competencies

E. That it significantly motivates a large segment of the target population to seek an evaluation of their abilities and expose themselves to additional development possibilities.

Appendix

ORDER OF APPEARANCE

Program Design

Generalized Competencies

Assessment Tasks

Individualized Competencies

Linkages

Bibliography

Generalized Competencies

EXTERNAL HIGH SCHOOL DIPLOMA PROGRAM
Generalized Life Skills Competencies

A. HEALTH - 100 points required for entire Knowledge Area

1. Describe the relationship between proper nutrition and good health
2. Demonstrate acceptable first aid practices
3. Demonstrate ability to cope with illness and/or disease
4. Construct a program to accident-proof your home and your life
5. Demonstrate knowledge of family planning and pregnancy
6. Demonstrate knowledge of available sources for paying for health care
7. Demonstrate your knowledge of human growth and development as it relates to child-rearing practices
8. Demonstrate your knowledge of human growth and development as it relates to your self actualization
9. Describe the relationship between physical and mental health
10. Define and interpret man's responsibility toward the environment
11. Identify and locate on a city map ten community resources which affect the health of the residents of the city

B. SOCIAL/POLITICAL - 100 points required for entire Knowledge Area

12. Demonstrate skills essential for good management and family cohesiveness
13. Identify and describe different techniques of interpersonal and group dynamics necessary to live and work within a multicultural, multi-racial and multireligious community
14. Demonstrate your understanding of the government's responsibility for the social welfare of the nation
15. Describe and use different modes of transportation
16. Identify the rights and responsibilities of good citizens
17. Demonstrate knowledge of how the Federal government works
18. Demonstrate knowledge of how the District government works
19. Identify basic legal rights and responsibilities of citizens
20. Demonstrate knowledge of the tax system
21. Identify and locate on a city map, fifteen community resources associated with the social welfare of the city residents
22. Identify and locate on a city map, fifteen community resources associated with governmental and/or political aspects of city life

C. CONSUMER/PRODUCER - 100 points required for entire Knowledge Area

23. Demonstrate ability to solve mathematical problems necessary for consumer competence
24. Construct a monthly family budget
25. Demonstrate ability to do comparison shopping in a variety of consumer situations
26. Demonstrate ability to use credit wisely
27. Compare and constrast the services of different financial institutions
28. Demonstrate ability to identify the type and amount of insurance necessary for family security
29. Analyze how consumer decisions are directly and indirectly affected by advertising

30. Identify and describe legislation and services for consumer protection
31. Demonstrate individual's and government's role in conserving the earth's finite resources
32. Identify and locate on a city map, fifteen community resources associated with consumer affairs

D. CAREER SELECTION AND OCCUPATIONAL KNOWLEDGE - 100 points required for entire Knowledge Area

33. Demonstrate ability to match career aspirations with aptitudes, skills and interests
34. Demonstrate skills necessary to select/secure meaningful employment
35. Construct a plan for job retention and upward mobility
36. Describe the conditions which affect career adjustments and changes throughout a lifetime
37. Identify ten community resources which provide skills training and state entrance qualifications

Assessment Tasks

HEALTH
ASSESSMENT TASKS

5a. FAMILY PLANNING METHODS: Define, describe and compare six well known methods of family planning.

METHODS	ADVANTAGES	DISADVANTAGES
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

5b. FAMILY PLANNING IMPLICATIONS: Describe the physical, emotional, financial and moral implications of each and select the one which is most appropriate. Defend your choice.

METHODS	PHYSICAL	EMOTIONAL	MORAL	FINANCIAL

DEFEND YOUR CHOICE

POINTS: REQUIRED 5a 2 pts. 5b 2 pts.

Candidate's Response
5a. Written/Open
5b. Written/Open

TASK: REQUIRED 5a X 5b X
ELECTIVE

26

ASSESSMENT TASKS

12b. CHANGING ROLE OF THE HOMEMAKER

Describe changing role of the homemaker in relation to:

1. Size and age of family - _____

2. Employment - _____

3. Retirement- _____

4. Self-image - _____

5. Personal life roles - _____

POINTS:		12b.		TASK:		12b.
	REQUIRED	2 pts.	Candidate's Response		REQUIRED	X
	EARNED	_____	12b. Oral/Closed		ELECTIVE	_____

19d. VARIOUS KINDS OF LAW

Distinguish between criminal and civil law, public and private law.

	Distinguishing Factors
Criminal Law	
Civil Law	
Public Law	
Private Law	

19e. KINDS OF CONTRACTS

Identify different kinds of contracts.

POINTS:		19e.	19f.
	REQUIRED	1 pt.	1 pt.
	EARNED		

Candidate's Response
19e. Oral/Closed
19f. Oral/Closed

TASK:		19e.	19f.
	REQUIRED	X	X
	ELECTIVE		

CONSUMER/PRODUCER

ASSESSMENT TASKS

25. COMPARISON SHOPPING

Employ shopping skills to seven of the following situations:

Products	Purchase Site A	Cost	Purchase Site B	Cost	Purchase Site C	Cost	Best Buy
a. Food Shopping							
b. Clothing Selection							
c. Major Appliances							
d. Automobile							
New							
Used							
e. Home Furnishings							
f. Catalogue Buying							
g. Housing							
h. Checks							
i. Home Repair							
j. Money Orders							
k. Auto Repair							
l. Funeral							
m. Travelers' Checks							

POINTS: REQUIRED 25
EARNED 13

CANDIDATE'S RESPONSE
25 - Demonstrate/Open

TASK: REQUIRED 25
ELECTIVE X

Individualized Competencies

Assessment Tasks Forms for Occupational/Vocational

Agricultural Business and National Resources

Landscape Assistant

Business and Office

Accounting Clerk
Bookkeeper
Bookkeeping Machine Operator
Business Programmer
Calculating Machine Operator
Central Office Operator
Clerk-Typist
Computer Operator
Credit Clerk
Duplicating Machine Operator
File Clerk
General Administrative Clerk
General Clerk
Hospital Admitting Clerk
Information Clerk
Keypunch Operator
Medical Records Clerk
Receptionist
Secretary - Stenographer
Stenographer
Transcribing Machine Operator
Typist
Verifier Operator
Ward Clerk

Communication and Media

Bindery Worker
Dark Room Assistant
Draftsman
Illustrator-Graphic Designer
Offset Operator
Photolithographer
Telephone Operator
Telephone Answering Service Operator
Video Operator

Construction

Air Conditioning Installer
Brick and Stone Mason
Building Maintenance
Carpenter, Construction
Cement Mason
Electrician

Forklift Operator
Heavy Equipment Crane Operator
Heavy Equipment Earth Moving Operator
Heavy Equipment Operator
Painter
Plumber
Sheet Metal Worker
Small Appliance Repair
Surveying Assistant
Welder

Consumer and Homemaking - Related Occupations

Baker
Cook
Cook Apprentice
Cook's Helper
Cook Kitchen Helper
Cook, Short Order
Day Worker Domestic
Hotel, Motel Maid
Meat Cutter
Meat Packager
Vending Machine Repairman

Health

Certified Laboratory Assistant
Dental Assistant
Dental Hygienist
Dental Laboratory Assistant
Dietary Aide
Dispensary Clerk
Electrocardiograph Technician
Electroencephalograph Technician
Histological Technician
Hospital Housekeeping Aide
Hospital/Nursing Home Food Service
Hospital Pharmacy Aide
Hospital Trayline Worker
Inhalation Therapist Aide
Laboratory Aide
Laboratory Technician
Licensed Practical Nurse
Medical Assistant
Medical Laboratory Assistant
Medical Secretary
Nursing Assistant
Occupational Therapy Aide
Operating Room Technician
Physical Therapist Aide
Psychiatric Aide
Radiologic Technologist

Recreation Therapist
Recreation Theraphy Aide
Registered Nurse
X-Ray Technician Aide

Hospitality and Recreation

Cafeteria Floor Worker
Counter Worker

Manufacturing

Air Conditioning and Refrigeration
Automotive Painter and Refinisher
Electrical Appliance Repairman
Electronic Assembly Inspector
Electronic Solderer
Electronics Assembler
Furnace Repairman
Furniture Upholsterer
Gas Appliance Repair
Machine Operator and Setup Man
Machinist, Machine Shop
Molding Plastics Worker
Office Machine Repair
Production Line Solderer
Production Tester
Radio and Television Repair
Reinforced Plastics Worker
Small Gas Engine Repair

Marketing and Distribution

Automobile Parts Clerk
Cashier
Cashier-Checker
Florist Assistant
Hospital Central Supply Worker
Retail Sales Clerk
Stock Clerk
Warehouseman and Materials Handler

Public Service

Barber
Cosmetologist
Counselor Aide
Day Care Aide
Elementary Care Aide
Laundry Aide
Laundry Worker, Machine Presser

Nursery School Aide
Teacher Aide
Teacher Aide Mentally Retarded
Waiter-Waitress
Wig Stylist

Transportation

Automobile Body Repairman
Automobile Engine Overhaul Specialist
Automobile Front End Man
Automobile Transmission Mechanics
Automobile Tune-Up Man
Automobile Mechanic's Helper
Automobile Service Repairman
Bus Line Server
Diesel Mechanic
Farm Truck and Heavy Equipment Repair
Service Station Attendant
Tractor-Trailer Truck Driver
Truck Driver Heavy and Light

TRAINING ACHIEVEMENT RECORD

Name_____ SSN_____ Date Trainee Entered Training_____

Title CARPENTER, CONSTRUCTION DOT Code 860.381 Certified by_____ Form No. 440.84 A

Achieved Individual Marketable Skill		PERFORMANCE				KNOWLEDGE			
		1	2	3	4	a	b	c	d
Safety									
1. Practice safety on the job	4d								
2. Know & use safe practice handling tools, woodworking machinery	4d								
General									
3. Know & understand carpenter terminology	4d								
4. Use & maintain common hand tools	3c								
5. Use & maintain measuring tools & equipment	3c								
6. Use & maintain power operated woodworking machines	3c								
7. Read, understand & interpret building sketches	2b								
Foundations, Walls, Floors & Stairs									
8. Lay out building lines & set stakes for grading	3c								
9. Build & place straight concrete forms	3c								
10. Line up & brace concrete walls & columns	3c								
11. Lay out footings, build or place forms & brace	3c								
12. Build irregular concrete forms	3c								
13. Lay out & cut stairs & treads; install railings	2b								
Framing (Foundations & Walls)									
14. Lay out & frame sills & girders	3c								
15. Frame & set floor joists	3c								
16. Lay out walls & partitions	3c								
17. Erect walls & partitions	3c								
18. Install sheathing & plaster grounds	3c								
Roofs									
19. Frame & set common rafters	3c								
20. Frame & set valley rafters	3c								
21. Frame & set hip rafters	3c								
22. Frame & set jack rafters	3c								
23. Apply sheathing, composition shingles & other types of roof coverings	3c								
Exterior Millwork									
24. Determine correct tools & materials, supplies for task	2b								
25. Operate skill saw, electric drill & sander	3c								
26. Set up & operate bench saw	3c								
Interior Wall Coverings									
27. Apply wood coverings	3c								
28. Apply composition, sheet rock or fiber board	3c								
29. Install baseboards	3c								
Floors									
30. Lay sub-flooring	3c								
31. Lay hardwood flooring	3c								
32. Build & place forms for concrete floors	3c								

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Interior Finish									
33. Cut & fit base and mouldings	3c								
34. Set door jambs; fit & hang doors	3c								
35. Fit & hand windows	3c								
36. Fit & fasten hardware	3c								
Remodeling									
37. Install aluminum & vinyl siding	3c								
38. Install combination sorm windows & doors	3c								
39. Lay new roofing materials	3c								
40. Install aluminum porch enclosures, awnings, patio covers	3c								
41. Install metal porch rails & stair rails	3c								
42. Install overhead garage coors & radio-controlled garage door opener	3c								
43. Install plastic, asbestos & vinyl floor coverings	3c								
Additional Related Training Elements									

EDUCATION, TECHNICAL KNOWLEDGE--JOB PHYSICAL PROFILE		PERFORMANCE 1	2	3	4	KNOWLEDGE a	b	c	d
1. Use instructions furnished in written, oral, diagram or schedule form	4d								
2. Use arithmetic; apply practical algebra and geometry	4d								
3. Read and interpret technical materials	4d								
4. Prepare reports and summaries, conforming to good English usage	4d								
1. Able to lift 50 lbs.maximum;carry to 25 lbs;walk & stand continuously	4								
2. Able to climb & use back muscles & legs to stoop,kneel,crouch,crawl	4								
3. Able to use fingers, hands, arms to reach, handle, feel	4								
4. Able to see efficiently	4								
5. Work both indoors & outdoors where physical hazards exist	4								

ATTITUDES AND PROFESSIONAL ETHICS		ATTITUDES & ETHICS I	II	III	IV	V
1. Demonstrate correct safety practices on the job	V					
2. Maintain appropriate personal hygiene and appearance	III					
3. Arrive on the job on time	IV					
4. Is on the job every day	IV					
5. Perform work of consistently good quality	IV					
6. Function cooperatively with fellow workers	III					
7. Treat others courteously	III					
8. Work with even temperament	III					
9. Accept constructive criticism	IV					
10. Follow instructions willingly	IV					
11. Deal well with supervision	IV					
12. Willingly work unusual schedules when required	III					
13. Handle proprietary information discreetly; respect confidences	III					
14. Respect worth of equipment, company and personal property	IV					

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TRAINING ACHIEVEMENT RECORD

Name _____ SSN _____ Date Trainee Entered Training _____

Title CLERK-TYPIST DOT Code 209.388 Certified by _____ Form No. 440.86 A

Achieved Individual Marketable Skill		PERFORMANCE				KNOWLEDGE			
		1	2	3	4	a	b	c	d
Safety									
1. Use safe practices in operating equipment & carrying out all clerical functions	3a								
2. Use appropriate safety procedures when using vaporized or caustic products	2a								
General									
3. Use correct oral & written business English	3c								
4. Use correct spelling & punctuation	3c								
5. Use dictionaries & other reference materials correctly	3c								
6. Know & use office forms & supplies accurately	2b								
Typing Skills									
7. Type at least 40 words per minute with a maximum of 5 errors, electric	3d								
8. Type from handwritten & printed copy	3b								
9. Type manuscripts & business forms	3b								
10. Type all styles of business letters & memos	3b								
11. Type & make corrections on spirit masters & stencils	2b								
12. Type postal cards & envelopes	3c								
13. Type & make corrections on multiple carbon copies	3c								
14. Know & use appropriate correction materials	3c								
Filing Skills									
15. Know & use alphabetic, numerical, date & subject filing systems	2b								
16. Know & use color coding & cross-indexing	2b								
17. File & find reports, documents & records	2b								
18. Prepare index to the files	2b								
19. Store documents in filing cabinets or transfer files	3c								
Mail-Handling Skills									
20. Collect, stamp, sort & distribute mail	2b								
21. Determine postal rates, zip codes & services	2b								
22. Operate mail-handling equipment & machinery	2b								
23. Package & address parcels for mailing and/or delivery	3c								
People-Handling Skills									
24. Use correct procedures when answering & talking on telephone	2b								
25. Use push-button telephones correctly	3c								
26. Maintain telephone & address records	3c								
27. Act as a receptionist & escort visitors properly	2b								
Record-Keeping Skills									
28. Operate 10-Key adding machine by touch	2b								
29. Keep petty cash records	2b								
30. Prepare & verify requisitions	2b								
Additional Clerical Skills									
31. Use correct procedures for proofreading	2b								
32. Operate copying machine	2b								

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33. Collate reproduced material	3c								
34. Order, receive & distribute supplies	2b								
Additional Related Training Elements									

EDUCATION, TECHNICAL KNOWLEDGE--JOB PHYSICAL PROFILE		PERFORMANCE 1	2	3	4	KNOWLEDGE a	b	c	d
1. Carry out instructions furnished in written, oral or diagrammatic form	4c								
2. Deal with problems defining numerous specific tasks of standard practices	4c								
3. Make arithmetic calculations with fractions, decimals, percentages	4c								
4. Read manuals and write reports, using proper sentence structure	4c								
1. Able to lift 10 lbs. maximum; sit most of the day	4								
2. Able to use fingers, hands, arms to reach, handle & feel	4								
3. Able to hear & speak	4								
4. Able to see efficiently	4								
5. Work indoors	4								

ATTITUDES AND PROFESSIONAL ETHICS		ATTITUDES & ETHICS I	II	III	IV	V
1. Demonstrate correct safety practices on the job	IV					
2. Maintain appropriate personal hygiene and appearance	IV					
3. Arrive on the job on time	IV					
4. Is on the job every day	IV					
5. Perform work of consistently good quality	IV					
6. Function cooperatively with fellow workers	IV					
7. Treat others courteously	IV					
8. Work with even temperament	IV					
9. Accept constructive criticism	IV					
10. Follow instructions willingly	IV					
11. Deal well with supervision	IV					
12. Willingly work unusual schedules when required	IV					
13. Handle proprietary information discreetly; respect confidences	IV					
14. Respect worth of equipment, company and personal property	IV					

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